Student Name _____

Teacher Name _____

School _____

System _____

English III

Item Sampler

Tennessee End of Course Assessment

English III Form 2

PEARSON

Contents

Introduction to English III

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment,* a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English III carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English III, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for English III provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of courts test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English III should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 43. Use it to check your answers. Review items that you get wrong.

Read the article and answer questions 1 through 5.

Different Clouds and How They Form

1   No matter where you are in the world, one thing remains the same. There will almost always be clouds in the sky above you, wherever on planet earth you might be. Clouds can form above high mountaintops, and they can appear over low valleys and desert terrain. Clouds can appear over cities and also over open farm land.

2   Although clouds can be seen in any climate on Earth, they have many different forms and shapes. The shapes and forms that clouds take are dependent on different conditions in the air. After you have learned to recognize different types of clouds, you will begin to know what is happening in the air above you.

3   All clouds are created by the condensation or freezing of water vapor. The way that they form depends on their height above the earth's surface and the amount of movement of the air upward. When air is lifted slowly and evenly over a large area, clouds form as sheets, or layers. When pockets of warm air rise more rapidly, clouds form into shapes like piles of cotton. At the highest altitudes, water vapor changes into tiny ice crystals, which form thin, delicate-looking clouds high above the surface of Earth.

Low-Level Clouds

4   There are two basic kinds of low-level clouds, usually found below 7,000 feet. The first kind is formed when air is lifted slowly and evenly over a large area. The water vapor in the air condenses at nearly the same height over the whole area, forming layers or sheets of clouds, one layer atop another. These are called stratiform or stratus clouds.

5   A second form that low-level clouds take are big, puffy, and like a pillow. These clouds form in columns of quickly rising air that is heated by the sun. When the air rises, it cools off, and the water vapor in the air condenses to form cumulus clouds.

Mid-Level Clouds

6   Certain kinds of clouds only form at medium levels, from about 6,500 to 16,500 feet. One is the nimbostratus, which is a gray, sheet-like cloud that usually means rain or snow will fall. The altostratus cloud is also a sheet cloud, but thinner. Often the sun can be seen shining through it. Altocumulus clouds are small, white, puffy clouds that look like cotton balls. Also found at medium levels, the altocumulus clouds usually form in the early morning or in the evening, but evaporate and disappear in the daytime.

High-level clouds

7   There are three basic kinds of high-level clouds, all found from 16,000 feet to as high as 45,000 feet in the air. Cirrus clouds are thin, wispy clouds blown by high winds into long streamers. These clouds are usually a sign of fair and enjoyable weather. Cirrostratus clouds are thin, sheet-like clouds that often fill the whole sky. They are thin enough that the sun and even the moon can shine through them. Cirrocumulus clouds appear as small, rounded white puffs. The small ripples in the cirrocumulus sometimes resemble the scales of a fish.

8   Clouds are so pervasive that sometimes we forget to look up and see them. But, if you take the time to observe and study the different types of clouds in the sky, you will learn that clouds have a variety of shapes and sizes for some very good reasons.

| Stratus | Cirrus | Cumulus |

Reporting Category: Language
Numbers 1 through 1

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

1. **Read this sentence from the article.**

    Clouds are so <u>pervasive</u> that sometimes we forget to look up and see them.

    Based on the context of the sentence, what does <u>pervasive</u> mean?

    ○ **A** endless

    ○ **B** reliable

    ○ **C** obvious

    ○ **D** common

Reporting Category: Writing and
Numbers 2 through 3   Research

Performance Indicator: 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

2. **What is the <u>best</u> order for Paragraphs 1, 2, and 3 in the article?**

    ○ **A** 3, 2, 1

    ○ **B** 2, 1, 3

    ○ **C** 1, 3, 2

    ○ **D** no change

Go On ▶

Performance Indicator: 3003.3.14 Select the proper format to convey a set of work-related information.

3. **The best format for training meteorologists to predict weather by observing cloud formations is**

   ○ **A** a work order.

   ○ **B** a brief memo.

   ○ **C** a detailed report.

   ○ **D** a computer presentation.

Reporting Category: Informational Text
Numbers 4 through 5

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

4. **The implied main idea of this article is that cloud shape is determined by**

   ○ **A** altitude and air movement.

   ○ **B** amount of ice crystals.

   ○ **C** rapidly rising air.

   ○ **D** condensation.

Performance Indicator: 3003.6.2 Analyze information presented graphically in a complex informational or technical passage.

5. **Graphics in the article help clarify**

   ○ **A** why clouds form.

   ○ **B** where clouds develop.

   ○ **C** how clouds are shaped.

   ○ **D** what influences cloud structure.

Go On ▶

Reporting Category: Writing and Research
Numbers 6 through 12

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

6.

Read this sentence.

By the end of next year, our school's choir <u>sang</u> in several states throughout the country.

Which phrase correctly replaces <u>sang</u> in the sentence?

○ **A** had sung

○ **B** will have sung

○ **C** had sang

○ **D** no change

Performance Indicator: 3003.3.6 Revise to correct a nonparallel construction.

7.

Look at Devon's prewriting graphic organizer.

Physical characteristics

Habitat and geographic range

Humpback whales

Typical behaviors

Role in ecosystem

Devon wants to add the information below to the organizer.

Humpback whales live in both polar and tropical waters, and they migrate between the two.
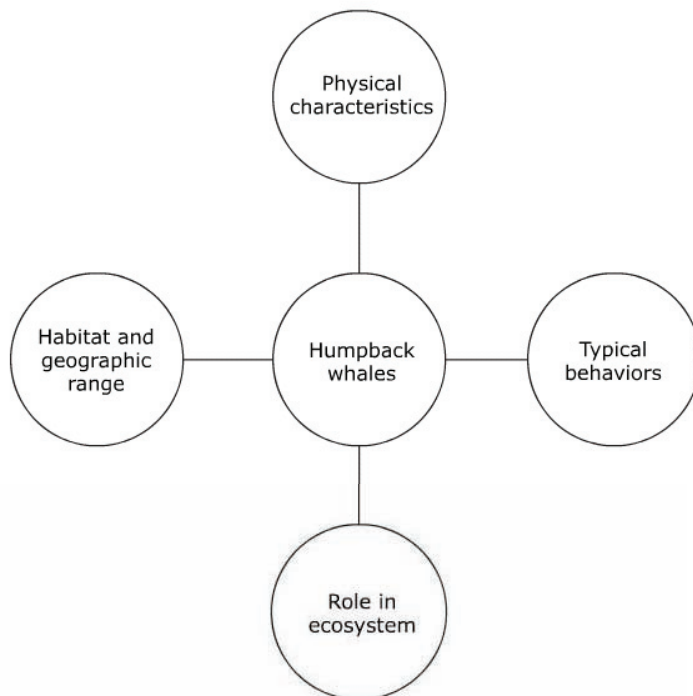
This information would best fit the branch

○ **A** Habitat and geographic range.

○ **B** Physical characteristics.

○ **C** Role in ecosystem.

○ **D** Typical behaviors.

Go On ▶

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

8.

Read this excerpt from a speech.

Starting secondary school later would have several benefits. First of all, it would save money because fewer buses and bus drivers would be needed. Right now we need separate buses for elementary and secondary schools because they start at roughly the same time. By pushing back the starting time for secondary schools, the district would be able to use the elementary buses for the secondary schools as well. Secondly, a later starting time would improve student performance. Researchers and specialists have proven that teenagers need more sleep than they get. These scientists have also discovered that teenagers have a harder time going to sleep at night, so they need to sleep later in the morning. Furthermore, a large body of research clearly proves that students perform better when they are well rested. A later start to the school day would also help families. Many parents do not get home from work until five o'clock or later. By the time parents get home, their students have often been left to their own devices for two or more hours. Statistics show that this is the time when teenagers need more supervision rather than less. A later start time would allow parents and students to arrive home at approximately the same time.

Who is the most likely audience for this speech?

- **A** people interested in child development
- **B** members of the district school board
- **C** members of the student council
- **D** people in a local parent association

Performance Indicator: 3003.4.1 Select the research topic with the highest degree of focus.

9.

Which option is a highly focused research topic?

- **A** how wild animals are different from pets
- **B** the problem of pollution in the world's oceans
- **C** how homeowner rain barrel use benefits the water supply in a large city
- **D** the impact of tourism on important historic monuments in other countries

Performance Indicator: 3003.4.3 Evaluate the reliability and credibility of sources for use in research.

10.

Which source would provide the <u>most</u> reliable information for a report about renewable energy?

○ **A** an interview with a petroleum engineer

○ **B** a magazine article about national oil reserves

○ **C** a newspaper article about a proposed wind farm

○ **D** a government report on the efficiency of solar power

Read the letter and answer questions 11 through 16.

Leslie Combs
September 8, 2011
112 Mandan Street
Wichita, Kansas 67235

Mr. James Brandon McGee
President
The Space Age Beauty Products Company
1433 Terminal Street, Ste. 200
Carlton Cove, Wisconsin 54444

Dear Mr. McGee:

1   I am writing to inform you that I will never, ever again buy a product from your company. As far as I can determine, once you sell a product, you do not take any responsibility for it. I base my opinion on the disastrous experience I had with a product your company markets and with your customer service department. Let me be more specific.

2   I purchased your hair dryer, the Space Age BlowDry, through your website on April 13. The first few times I used it, it seemed to work fine. Then, less than two weeks after I bought it, it stopped emitting any heat. The blower itself continued to work (although it made a horrible screeching sound), but only cold air came out. As you probably know, cold air is not very effective at drying hair.

3   Mr. McGee, the information brochure for this product says that if, for any reason, I am not satisfied, my money will be cheerfully refunded. So on May 4, I contacted your customer service department online and requested a refund. Of course, there is no phone number provided on your website, so I was unable to actually speak to a person. Instead, I had to communicate via email. I left an email but did not receive any kind of response until May 15, which was 11 days later! And that response was just to tell me that someone would be getting back to me. I could not believe that it took 11 days just to tell me that I would get a response soon. Then, when seven more days had passed and I had not heard anything, I contacted the customer service department again, at which time I was told that my original email had been lost, and I would have to start again. So now 18 days had gone by, and I was back where I started.

4   Once again, I wrote an email asking what to do in order to receive my refund. This time, I received a response stating that instead of a refund, a replacement hair dryer would be sent to me. This is a direct contradiction to what you claim in your brochure. And the fact of the matter is that I do not want another one of your hair dryers. I just want my money back! So I wrote back and said not to send me the hair dryer, that I did not want it, and that I wanted my refund. Then I received a response stating that it had already been sent, and I would have to return it before I could claim a refund. Furthermore, I would have to pay the return postage myself. Well, that is just outrageous! Why on Earth should I pay return postage on something that I did not even ask for?

5   Mr. McGee, I think your customer service department is terrible. Oh, I am sure that they will say that I did not make my request clear, or that I did not provide complete and accurate information. The fact is that I have been trying since May 4 just to get a simple refund, which is no more than you promise in your own materials. So now I am writing to you to see if you are aware that your company treats its customers with complete disdain. If you are not, then perhaps you need to do a little investigating. And if you are, then shame on you!

6   Whatever else you do, please just send me my refund!

Respectfully,

Leslie Combs, Former Customer

Performance Indicator: 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

11.   **Which statement from the letter best reveals the writer's attitude?**

○ **A**   Then, less than two weeks after I bought it, it stopped emitting any heat.

○ **B**   So on May 4, I contacted your customer service department online and requested a refund.

○ **C**   I could not believe that it took 11 days just to tell me that I would get a response soon.

○ **D**   Once again, I wrote an email asking what to do in order to receive my refund.

Performance Indicator: 3003.3.12 Identify a statement that reveals the writer's attitude.

12.   **What is the main reason Leslie Combs wrote this letter?**

○ **A**   to ask for her money back

○ **B**   to clarify why she would no longer be a customer

○ **C**   to explain what the problem was with the hair dryer

○ **D**   to suggest changes in the customer service department

Go On ▶

Reporting Category: Logic
Numbers 13 through 16

Performance Indicator: 3003.5.3 Evaluate text for fact and opinion.

13. **Which statement from the letter is an <u>opinion</u> rather than a fact?**

- ○ **A** I purchased your hair dryer, the Space Age BlowDry, through your website on April 13.

- ○ **B** Of course, there is no phone number provided on your website, so I was unable to actually speak to a person.

- ○ **C** So now 18 days had gone by, and I was back where I started.

- ○ **D** So now I am writing to you to see if you are aware that your company treats its customers with complete disdain.

Performance Indicator: 3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority, post hoc, straw man) within a given argument.

14. **Which logical fallacy is present in Paragraph 5 of the letter?**

- ○ **A** straw man
- ○ **B** slippery slope
- ○ **C** false dilemma
- ○ **D** personal attack

Performance Indicator: 3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.

15. **Which conclusion shows evidence of deductive reasoning?**

- ○ **A** James McGee believed what he read in the letter, so he fired the head of the customer service department.

- ○ **B** Leslie Combs has written other letters of complaint to the company, so their products are clearly defective.

- ○ **C** There have been other complaints about the customer service department, so the company is in danger of losing sales.

- ○ **D** Corresponding by email is less effective than by telephone, so the company's policy must aim to make complaining difficult for customers.

Performance Indicator: 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

16. **Which statement from the letter <u>best</u> shows that Leslie Combs values keeping one's word?**

- ○ **A** As far as I can determine, once you sell a product, you do not take any responsibility for it.

- ○ **B** So I wrote back and said not to send me the hair dryer, that I did not want it, and that I wanted my refund.

- ○ **C** Why on earth should I pay return postage on something that I did not even ask for?

- ○ **D** The fact is that I have been trying since May 4 just to get a simple refund, which is no more than you promise in your own materials.

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Reporting Category: **Language**

Numbers 17 through 21

Performance Indicator: 3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avantgarde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).

17.

Read this sentence.

Every day, the writer would put on some classical music, stretch her arms overhead while taking a deep breath, and then sit down at her desk to start writing.

This sentence describes the writer's

○ **A** status quo.

○ **B** joie de vivre.

○ **C** nom de plume.

○ **D** modus operandi.

Performance Indicator: 3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.

18.

Which sentence demonstrates the <u>most</u> clarity and coherence?

○ **A** The actors in the outdoor performance stopped speaking as the conductor of the nearby train's warning whistle was activated.

○ **B** When the conductor activated the nearby train's warning whistle, the actors in the outdoor performance had to stop speaking.

○ **C** The conductor activated the nearby train's warning whistle which was causing the actors in the outdoor performance from speaking.

○ **D** After being activated, the conductor of the nearby train's warning whistle caused the actors in the outdoor performance to stop speaking.

Performance Indicator: 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/ it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/ further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

19.

Which sentence uses a form of <u>affect</u> or <u>effect</u> correctly?

○ **A** Jordan liked the strobe-light <u>affect</u> used during the play to simulate a lightening storm.

○ **B** Carmen was surprised that the song on the radio <u>effected</u> her so powerfully and moved her to tears.

○ **C** Marco hoped that staying up too late the night before the final exam would not <u>affect</u> his test-taking ability too much.

○ **D** Lee didn't think skipping breakfast would <u>effect</u> him negatively until he missed every shot during the basketball game in gym class.

Performance Indicator: 3003.1.8 Choose correctly or incorrectly spelled words.

20.

Read the paragraph.

When Karen arrived three hours ago, the house had been <u>immaculate</u>. Now she sat on the couch looking around <u>morosely</u>. Slices of pizza were ground into the carpet, and a paste of half-melted ice cream and glitter coated the once <u>lustrouse</u> dining room table. The floor was littered with action figures, crayons, and bouncy balls. She knew she had to motivate the kids to help her clean up the mess fast, or her chances of ever being asked to babysit again were <u>precarious</u>.

Which underlined word is spelled incorrectly in the paragraph?

○ **A** immaculate

○ **B** morosely

○ **C** lustrouse

○ **D** precarious

Go On ▶

Performance Indicator: 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

21.

Read this sentence.

If Ramona had not had to leave her part-time job at the newspaper when she moved, next week _____ her one-year anniversary there.

Which word or phrase best completes the sentence?

○ **A** was

○ **B** will be

○ **C** will have been

○ **D** would have been

Reporting Category: Literature
Numbers 22 through 22

Performance Indicator: 3003.8.14 Identify classical, historical, and literary allusions in context.

22.

Which sentence below contains an allusion?

○ **A** Donations to the library will be used to purchase multiple copies of the latest bestsellers, as well as several classics that librarians want to add to the collection.

○ **B** "I'd say he's growing like a weed," Aunt Beatrice said of her nephew, Joe, "but in what feels like a century of gardening, I've never seen a weed get this tall so quickly."

○ **C** Details about the summer internship program appear on the company's Web site; just navigate to the Employment Opportunities section and then click on the sun icon.

○ **D** "It seems like Big Brother is always watching us these days," Devon complained when he noticed the security camera near the entrance to the mall.

Read the essay and answer questions 23 through 29.

A Taxing Problem

1   Many state budgets are strapped for cash. The cost of providing ordinary services to taxpayers is growing, but the sources of revenue for state coffers are shrinking. One place where states lose significant income is in online sales. According to a study conducted by Forrester Research of Cambridge, Massachusetts, an independent market research company, nationwide Internet sales in 2009 were 155 billion dollars, and that figure is projected to grow to 250 billion by 2014. In most cases, online businesses are not required to collect sales taxes on those revenues, and that amounts to a lot of lost revenue for state governments.

2   This problem is not an easy fix; many factors complicate the issue, and it seems that, at some point, consumers may have to begin paying sales taxes on online purchases. State and local governments are losing too much money, and they are only going to lose more as online purchases increase.

3   The current sales tax laws were made for a brick-and-mortar business model, but online retailers are now popularizing a completely different business model and taking advantage of the tax break they receive. Since online businesses do not have to charge sales tax, they can cut their final price by 5–10%. Brick-and-mortar businesses, however, must charge the customer that money. In a competitive market, a five-percent price cut can be significant. This gives online retailers a competitive advantage. The playing field is not level. The competitors are not competing by the same set of rules. The result is not just that states lose revenue, but also that storefront businesses lose customers.

4   Of course, shifts in the buying habits of customers are neither wrong nor undesirable. Such shifts are a normal part of a market economy and are what drive businesses to improve. The problem here, however, is that this shift is receiving artificial aid. Some of this shift may be attributable to the fact that store owners must play the game with a handicap. The aid that online businesses receive does not result in better products or better service or better anything from the online business itself. It results simply in a government-sponsored gift to a certain business model. In order to offset this problem and in order to help struggling state budgets, online businesses should pay sales taxes like everyone else.

5   Making such a change, however, is easier said than done. Consumers like not having to pay sales taxes, for it gives them a lower price for their product. Online retailers, too, do not want to give up the competitive advantage the current system grants them. They fear a loss of business if they have to charge sales tax, and they fear the administrative difficulties of collecting and sending taxes to various states.

6   These issues, however, are overblown. Online retailers might indeed lose some business if they have to charge a sales tax, but this loss would then be due to normal and healthy market forces and not to an artificial prop. These changes would not necessarily be bad for the economy overall.

7   The administrative difficulties of collecting and sending sales tax are not so difficult as they might have been years ago. Today software exists to calculate and charge sales tax for any zip code in the nation. It takes about a millionth of a second, and it automatically includes the tax in the final price. Companies can then electronically and automatically transfer those taxes to any state. The same technology that gave rise to online retailers also makes it easy for them to pay sales taxes.

8   The legal questions are the most serious obstacles to be overcome. For example, if an online company has its office in California and sells a product to a customer in New York, should the retailer charge New York taxes or California taxes? The answer to that question depends on where the transaction takes place. So where does it take place—in California or New York?

9   In addition, a 1992 Supreme Court ruling stated that companies without a physical presence in a state are not required to collect state sales taxes. The stated intent was to not burden interstate commerce, but much has changed since 1992, and the court left the question open for Congress to address. It said, "Congress is free to decide whether, when, and to what extent the states may burden interstate mail-order concerns with a duty to collect use taxes." In other words, that door is open.

10   Constitutionally, this problem is screaming for a federal solution. Businesses in one state are pitted against governments in other states, and no single state can resolve the issue. The simplest solution is to have a single Internet sales tax that covers all online sales. The revenues from this tax would then go to the state that Congress dictates—probably where the buyer lives. In doing this, the playing field for different types of businesses will be much more even. Online retailers will bear some of the tax burden that provides services they use (like the roads they deliver their goods on), and states will be able to offset most of the revenue they lose to online sales. The single, simple rate will be easy to use, and current software makes the logistics of compliance no more burdensome than it is for any other business.

11   If the government does nothing, then state budgets will be severely cut, which will result in loss of state services. These cuts will affect basic things like police forces, emergency services, the education system, and quality roads and water. Consumers may like the sales tax break they get online, but the consequences of not paying these taxes are too significant to ignore.

Reporting Category: Communication and Media
Numbers 23 through 23

Performance Indicator: 3003.2.3 Distinguish between a critique and a summary.

23. **Paragraph 6 is a critique, not a summary, because the author**

○ **A** restates the facts about online sales and taxes using different words.

○ **B** attempts to calm readers' fears over the problems with charging an online sales tax.

○ **C** describes a negative and a positive outcome for charging an online sales tax.

○ **D** offers a judgment about online sales tax instead of remaining neutral on the subject.

Go On ▶

Reporting Category: Writing and Research
Numbers 24 through 25

Performance Indicator: 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

24. **Read this excerpt from the essay.**

This gives online retailers a competitive advantage. The playing field is not level. The competitors are not competing by the same set of rules.

Which revision best combines the sentences from the excerpt?

- **A** Competitors are not operating by the same set of rules giving online retailers a competitive advantage and not leveling the playing field.

- **B** Giving online retailers a competitive advantage makes the playing field not level and competitors are not competing by the same set of rules.

- **C** This makes a playing field that is not level, giving online retailers an advantage because competitors are not operating with the same set of rules.

- **D** By not leveling the playing field, competitors are not competing by the same set of rules and online retailers are given a competitive advantage.

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

25. **In which mode is the essay written?**

- **A** descriptive
- **B** informative
- **C** narrative
- **D** persuasive

Reporting Category: Literature
Numbers 26 through 29

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

26. **How does the use of third person point of view affect this essay?**

- **A** It permits the author to discuss personal experiences with the issue.

- **B** It allows the author to present a balanced picture of the issue.

- **C** It encourages the reader to focus on the issue rather than analyzing the author's credentials.

- **D** It helps the reader understand the issue without the inclusion of author's personal perspective.

Performance Indicator: 3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).

27. **Read this sentence from the essay.**

The same technology that gave rise to online retailers also makes it easy for them to pay sales taxes.

The sentence is an example of

- **A** a paradox.
- **B** a parable.
- **C** an allegory.
- **D** an understatement.

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Performance Indicator: 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

28. **The local newspaper publishes an editorial opposing the views expressed in "A Taxing Problem". Which theme would likely offer an opposing view?**

    A keys to growing an online business

    B why government should live within its financial resources

    C benefits of owning an online business

    D why out-of-state consumers should pay in-state taxes

Performance Indicator: 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

29. **Based on the viewpoint in the essay, which business trend most influenced the author?**

    A the increase in online businesses

    B tax advantages for businesses in certain states

    C the competition between real and virtual businesses

    D government aid packages given to out-of-state businesses

Reporting Category: Writing and Research
Numbers 30 through 32

Performance Indicator: 3003.3.2 Choose the most effective order of sentences in a paragraph.

30.

Read this paragraph.

(1) As the flames became red embers, we took turns recalling memorable summer activities. **(2)** By the light of a full moon, we packed up our gear, crammed into the van, and headed home, hoping for a gentle transition to the reality that would greet us at our front door. **(3)** Before the night chill settled in, our family savored the last day at the lake by swimming, soaking up the sun and later, cooking hot dogs and roasting marshmallows over an open fire. **(4)** In retrospect, it seemed another season had passed too quickly.

What is the best order for these sentences?

○ **A** 1, 3, 4, 2

○ **B** 4, 2, 3, 1

○ **C** 2, 4, 1, 2

○ **D** 3, 1, 2, 4

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

31.

Read this paragraph.

Although I love to write, I usually just write short stories. To me, writing short stories is easier than writing a book. Writing a full-length book would be a tremendous accomplishment. A book would take a lot of imagination, concentration, and dedication. Sometimes I wonder how people do it.

Which sentence is the thesis statement in the paragraph?

○ **A** Although I love to write, I usually just write short stories.

○ **B** To me, writing short stories is easier than writing a book.

○ **C** Writing a full-length book would be a tremendous accomplishment.

○ **D** A book would take a lot of imagination, concentration, and dedication.

Reporting Category: Communication and Media
Numbers 32 through 32

Performance Indicator: 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

32.

Read this paragraph.

I'm telling you, ladies and gentlemen, that new developments in computer technology are dangerous. They are moving faster than we poor humans can possibly keep up with them, because the speed of changes and improvements is downright exponential. A new product is outdated the minute it hits the market and is then replaced by a newer version or model that is faster, smarter, and cheaper. And the real threat is that the new models are not only smarter than the older models, they are also smarter than humans. That's right; it is only a matter of time before computers are telling us what to do instead of vice versa. It will be *2001, A Space Odyssey* come to life!

Which rhetorical device does this paragraph use?

- A analogy
- B hyperbole
- C metaphor
- D parallelism

Reporting Category: Writing and Research
Numbers 33 through 33

Performance Indicator: 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.

33.

Read the Web page.

http://groceries

Bob's Warehouse

SAVE Money!   SPEND Less!   GET more!

Shop at Bob's Warehouse

Enjoy discount prices on all Bob-brand groceries.

Why pay for name-brand items when you can SAVE money at BOB'S?

LOAD your cart with Bob-brand groceries!

Which statement presents an opposing view to the Web page?

- A Brand recognition is more important than quality.
- B Having too many choices is confusing.
- C Price is more important than nutrition.
- D Buying food requires careful planning.

Go On ▶

Reporting Category: Communication and Media
Numbers 34 through 34

Performance Indicator: 3003.7.4 Infer the mood represented in a non-print medium.

34.

Look at this photo.

Which word <u>best</u> describes the mood in this photo?

- ○ **A** foreboding
- ○ **B** idyllic
- ○ **C** lonely
- ○ **D** luxuriant

Read the essay and answer questions 35 through 40.

Wolf-Watching Vacation in Yellowstone National Park

1   I have been on several vacations in my life, but none compares with my family's trip to Yellowstone National Park to watch wolves last spring. The weird thing is that I was not really excited about going at first. My mom is an environmental enthusiast, and she belongs to groups that protect trees and animals and stuff. Her favorite cause is the wolves, so off we went.

2   My folks arranged for a three-day guided tour to see the wolves. They planned for our guide to pick us up at the hotel at 4:30 in the morning. I almost backed out when I heard that, but that is when the wolves are out so I went along with it. We drove for about an hour each morning to get to the wolves' territories by dawn. The guide brought high-powered field glasses for us, as well as a great telescope that he set up on a stand. Quite a few other people were there too. They had their telescopes set up. Then we watched and waited. Soon we spotted three wolves way off in the distance. Even with the field glasses, I could not see them clearly, but being that close to them was still exciting—wolves in the wild!

3   The second morning was much like the first. We saw several wolves, but again they were far away. On the third morning, we hit the jackpot. We were parked alongside the road in a line of cars. A high ridge paralleled the road across from us. We were sitting in the car because the weather was so cold. Suddenly we heard some yipping and barking. The guide said coyotes were making those noises. He said most likely a wolf was too close to the coyote den, and that was why they were so excited. We looked but could not see anything at first, because the animals really blend right in with the colors of the brush. However, after listening and watching for several minutes, we saw it. A wolf came running along the side of the ridge, about fifty yards from the road. Two coyotes were chasing him. The three of them were so intent on what they were doing that they ignored the people and cars. Obviously, the coyotes had warned the wolf and he had ignored their warnings. So they went after him, determined to persuade him to leave their den alone.

4   Suddenly, the wolf veered and ran across the road, right in front of our car. He was a beautiful black fellow. He was so close that I could see his golden eyes. One of the coyotes stopped and did not come any closer to the cars, but the other one never hesitated. He stayed right behind that wolf and just ran between the cars and through the people who were standing outside. He was yipping and barking the whole time, making his feelings about the wolf very clear. The wolf jumped over a small ravine at the side of the road, and the coyote jumped right behind him. They ran down the hill and disappeared momentarily into a low place in the land. When they reappeared, both were still running for all they were worth. The other coyote seemed to be satisfied that her mate would take care of the wolf, so she turned and started trotting back toward the den.

5   Because the land generally rose in the direction the wolf and coyote were headed, they stayed visible for a good ten minutes or so. We all watched the chase through telescopes and field glasses for as long as we could. It was so exciting to realize that we had been that close to them. And even with us that close, neither the wolf nor the coyote paid any attention to the people at all.

6   The guide told us later that was one of the best encounters he had ever experienced with a wolf. The guide was amazed. He said it was much more typical to just see wolves off in the distance, as we had on the first and second days. He told us we were really lucky to have had such a close encounter with one. I asked him about the wolf being chased off by the smaller coyotes, and he said a lone wolf would be unlikely to try to stand up to two coyotes at once. Wolf packs can be pretty aggressive with coyotes, but not a single wolf, and especially not against two coyotes.

7   You know, I did not really care too much about wolves until I went to Yellowstone and saw one up close. Then I saw what great animals they are. All my life I had heard about the "big, bad wolf." However, here was reality. That wolf was not especially big, and there was nothing bad about him. Since then I have read about wolves and learned what devoted family members they are and how shy they are about humans. Now I am as much of an enthusiast about them as my mom is. I cannot wait to go on another wolf-watching vacation.

Reporting Category: Writing and Research
Numbers 35 through 37

Performance Indicator: 3003.3.2 Choose the most effective order of sentences in a paragraph.

35. **Read these sentences from Paragraph 5 of the essay.**

(1) Because the land generally rose in the direction the wolf and coyote were headed, they stayed visible for a good ten minutes or so. **(2)** We all watched the chase through telescopes and field glasses for as long as we could. **(3)** It was so exciting to realize that we had been that close to them. **(4)** And even with us that close, neither the wolf nor the coyote paid any attention to the people at all.

What is the correct order for these sentences?

A   1, 3, 4, 2

B   1, 2, 4, 3

C   2, 3, 1, 4

D   2, 1, 3, 4

Performance Indicator: 3003.3.4 Select the most precise word from a given list of synonyms.

36. **Read this sentence from the essay.**

He was so close that I could see his golden eyes.

Which word best replaces golden to help the reader understand what the author means?

A   bright

B   brilliant

C   colorful

D   pretty

Go On ▶

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

37. **What mode of writing is this essay?**

- ○ **A** description
- ○ **B** persuasion
- ○ **C** exposition
- ○ **D** narration

Reporting Category: Literature
Numbers 38 through 40

Performance Indicator: 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

38. **Which sentence from the essay contains an example of idiom?**

- ○ **A** The weird thing is that I was not really excited about going at first.
- ○ **B** Obviously, the coyotes had warned the wolf and he had ignored their warnings.
- ○ **C** When they reappeared, both were still running for all they were worth.
- ○ **D** That wolf was not especially big, and there was nothing bad about him.

Performance Indicator: 3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

39. **Which concept in the essay is <u>best</u> revealed by the writer's use of first-person point of view?**

- ○ **A** why the author's mother was so interested in wolves and the environment
- ○ **B** what the author would have preferred to do instead of going to Yellowstone
- ○ **C** what the guide told the author about interaction between wolves and coyotes
- ○ **D** how the author's attitude toward wolves changed after seeing them in the wild

Performance Indicator: 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

40. **How would the mood of this essay be different if the author saw the wolves in a wolf recovery center instead of in the wild?**

- ○ **A** It would be less relaxed.
- ○ **B** It would be more joyous.
- ○ **C** It would be less exciting.
- ○ **D** It would be more threatening.

Go On ▶

Reporting Category: Language
Numbers 41 through 41

Performance Indicator: 3003.1.12 Identify the language of origin from which a set of words is borrowed.

41.

Reserve, reservation, reservist, and reservable all come from the word *reservāre*, which means "to keep back." Which language is *reservāre* most likely from?

- A German
- B French
- C Greek
- D Latin

Reporting Category: Writing and Research
Numbers 42 through 43

Performance Indicator: 3003.3.14 Select the proper format to convey a set of work-related information.

42.

New regulations require the ABC Natural Gas Company to change its procedures for repairing gas leaks. These changes will only affect the service department.

How can the new procedures be best communicated to employees?

- A organize a company meeting to describe the new procedures
- B update the employee training manual with the new procedures
- C send an e-mail to service employees with the new procedures attached
- D call all managers to explain the new procedures for the service department

Go On ▶

Performance Indicator: 3003.3.12 Identify a statement that reveals the writer's attitude.

43.

Read this paragraph.

Scott Joplin, one of the greatest American composers, was born in Texarkana, Texas in 1868. Showing musical talent from early childhood, Joplin went on to become the "father of ragtime," a kind of music marked by strong rhythms and syncopation, which is achieved by stressing the weak beat. Joplin spent the early part of his life in Missouri, especially Sedalia, which was a center of music in the late 19th century, and St. Louis. Later he moved to New York, where he continued composing and teaching, as well as performing his own works. Joplin died in 1918, at the young age of 50.

What is the author's main purpose for writing this paragraph?

○ **A** to interest readers in learning about music

○ **B** to persuade readers to learn about ragtime

○ **C** to give readers information about Scott Joplin

○ **D** to entertain readers with a story about Scott Joplin

Have you ever wondered how clouds form? Now, you can create the clouds and see how they form. Read the article and answer questions 44 through 49.

Make Your Own Cloud Chamber

Q: *What is a cloud chamber?*

A: A cloud chamber is a glass chamber in which one can create artificial clouds for both learning and experimentation.

Q: *Why build a cloud chamber?*

A: A cloud chamber . . .

- demonstrates how clouds form.
- illustrates interesting principles of physics.
- makes cosmic rays visible.
- shows how ionization occurs in the atmosphere.
- creates a convenient way to experiment with clouds.
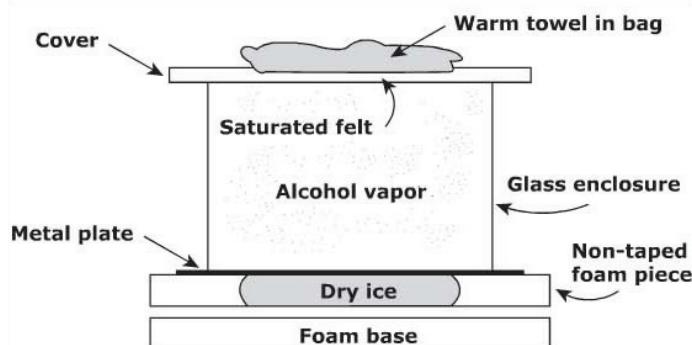
What You Will Need

Constructing a cloud chamber is not difficult, but it does involve some planning. Here is the list of materials you will need:

1. A box with three glass sides, a metal bottom, and one of the long sides of wood painted black
2. Duct tape to make the box above
3. One pound of dry ice, which can usually be obtained at large grocery stores or ice cream shops
4. A block of foam cut to fit under the chamber — cut a section out of the middle to insert the chopped up dry ice.
5. A metal top for the chamber
6. One bottle of isopropyl alcohol (100%)*
7. Felt for saturating with alcohol
8. Towel for creating warmth on the top of the chamber

* Handle all chemicals with proper respect, using the lab safety rules, including wearing safety glasses. Do nothing to jeopardize your health.

What to Do and Why it Works

As the alcohol evaporates in the chamber, it will condense, grow heavier, and sink to the bottom. The cold on the metal plate will help make a cloud form. Watch as cosmic radiation becomes visible when it passes through the alcohol vapor. It ionizes the alcohol, creating thin lines that move against the black background. This causes the cloud to form. The black background makes these transitory interactions visible. The cosmic rays produce muons that cause ionization to occur.

Note: Perform the steps in this order:

1. Place the dry ice inside the Styrofoam® block.
2. Saturate the felt and place it in the chamber.
3. Close the lid.
4. Place the warm towel on top of the chamber.
5. Look through the glass toward the black surface of the back.

Q: *So it's cool, but what good is a cloud chamber?*

A: That's a good question. The first cloud chamber was made by the scientist C. T. R. Wilson in 1927. He used it to show the paths of electrons through space. So significant was the discovery that Wilson was awarded the Nobel Prize for Physics for the cloud chamber. Cloud chambers have been used for everything from understanding how electrons and neutrons work to studying the relationship between lightning and thunder in clouds.

Today, cloud chambers are again at the cutting edge of meteorological research. Scientists in Switzerland have been experimenting with ways of creating rain by shooting powerful laser beams at clouds. Working with actual clouds can be difficult because they are not necessarily present when one needs them. Bringing the clouds into the laboratory is easy; if one has a cloud chamber, that is. Researchers have actually produced rain in cloud chambers by directing laser beams at the clouds.

Useful Definitions

Ionization: The removal of electrons by a cosmic ray. This leaves a positive charge in the droplets of alcohol, which then attract other atoms. The result is a mist forming around the charged atoms.

Condensation: The attraction of atoms to each other. In the cloud chamber, this is what makes the cloud form.

Muon: A negatively-charged particle heavier than an electron.

Cosmic ray: Atomic beams that travel to Earth at the speed of light.

Reporting Category: Language
Numbers 44 through 44

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

44. **Read these sentences from the article.**

Handle all chemicals with proper respect, using the lab safety rules, including wearing safety glasses. Do nothing to jeopardize your health.

What does jeopardize mean, based on the context of these sentences?

- A control
- B neglect
- C evaluate
- D endanger

Go On ▶

Reporting Category: Writing and Research
Numbers 45 through 46

Performance Indicator: 3003.3.11 Determine the writer's purpose in a writing sample.

45. **This article would appeal most to people interested in**

   ○ **A** astronomy.

   ○ **B** handicrafts.

   ○ **C** aeronautics.

   ○ **D** meteorology.

Performance Indicator: 3003.3.14 Select the proper format to convey a set of work-related information.

46. **The information in this article would best be presented in**

   ○ **A** a general science textbook.

   ○ **B** a physics laboratory manual.

   ○ **C** a climatology research paper.

   ○ **D** a television weather forecast.

Reporting Category: Logic
Numbers 47 through 47

Performance Indicator: 3003.5.4 Analyze cause-effect relationships in text.

47. **What happens when cosmic radiation ionizes alcohol?**

   ○ **A** Muons evaporate.

   ○ **B** A cloud forms.

   ○ **C** Ionization becomes visible.

   ○ **D** The metal plate turns cold.

Reporting Category: Informational Text
Numbers 48 through 49

Performance Indicator: 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

48. **The implied main idea of this article is that studying cloud chambers can help**

   ○ **A** scientists control the weather.

   ○ **B** meteorologists predict the weather.

   ○ **C** teachers explain challenging climate issues.

   ○ **D** students understand the phenomena of precipitation.

Go On ▶

Performance Indicator: 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

49. **How does the question-and-answer format of the article help the audience understand cloud chambers?**

   ○ **A** It divides the general topic into several subtopics.

   ○ **B** It serves as a technique to capture the attention of a diverse audience.

   ○ **C** It anticipates questions and provides basic knowledge about cloud chambers.

   ○ **D** It challenges the audience to use prior knowledge to answer questions about cloud chambers.

Reporting Category: Logic
Numbers 50 through 50

Performance Indicator: 3003.5.1 Make inferences and draw conclusions based on evidence in text.

(50.)

Read this sentence.

Grandmother refuses to walk under ladders, never opens an umbrella inside a house, and rarely leaves home on Friday the thirteenth.

Readers can infer that the grandmother in this sentence is

- ○ **A** timid.
- ○ **B** fatigued.
- ○ **C** melancholy.
- ○ **D** superstitious.

Reporting Category: Literature
Numbers 51 through 52

Performance Indicator: 3003.8.14 Identify classical, historical, and literary allusions in context.

(51.)

Which sentence uses an allusion?

- ○ **A** All of a sudden, it started raining cats and dogs, forcing her to flee the barren countryside and take shelter in the small cottage.
- ○ **B** In the morning she stepped out of the cottage and into Eden, brought to life by the rain and now exploding with colors.
- ○ **C** She peered into the darkness as the wind whipped against the worn and weathered windows.
- ○ **D** The warmth of the sunshine felt like happiness as she set off once again for Bournemouth.

Performance Indicator: 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

52.

A student is assigned to write a ballad.

The student should write a poem that

   ○ **A** describes heroic deeds and uses elevated style.

   ○ **B** praises a person and uses strict rhyme and meter.

   ○ **C** tells a story and uses repetition of lines and stanzas.

   ○ **D** expresses complex emotions and uses formal language.

Reporting Category: Communication and Media

Numbers 53 through 57

Performance Indicator: 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

53.

At an upcoming school assembly, service club members will make a presentation that encourages students to reduce paper waste. Which strategy is <u>most</u> appropriate for preparing the presentation?

   ○ **A** Gather ideas from each member and work together on the presentation.

   ○ **B** Decide who has the most friends and let that person speak at the assembly.

   ○ **C** Let members prepare parts of the presentation and take turns presenting to the school.

   ○ **D** Ask the person with the strongest public speaking skills to prepare and give the presentation.

Performance Indicator: 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

54.

Look at this photo from the cover of a book about a person who overcame many obstacles in life.
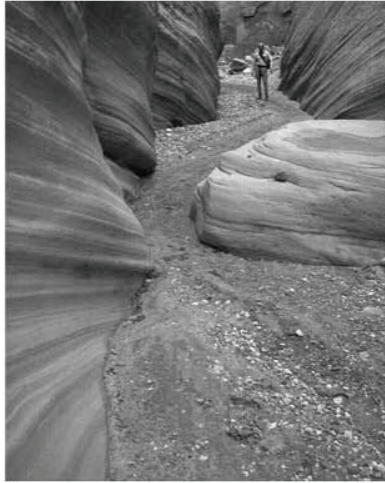
The angle of the photo impacts the message because it makes

○ **A** the person seem more important because he is far from the camera.

○ **B** the path look flat, implying that the person will conquer any problems he confronts.

○ **C** the person look small compared to the scenery, showing his feelings of insignificance.

○ **D** the path look long, which implies that the person has a long way to go in his personal journey.

Read the speech and answer questions 55 through 62.

Time to Spare

"I wish I had more time."

"There just aren't enough hours in a day."

"I don't have the time."

How many times have we heard these statements? How often do we repeat these words ourselves? Can we all be searching for a little more time?

Imagine what next week would be like if you had a little extra time, say thirty hours. If you had thirty extra hours next week, you could spend more time with your friends and your family. You could relax about your school work because you would have time to make sure you were prepared for class. You could do all of those things you always meant to do if only you had the time. You could take up a new hobby, read that book you heard so much about, go for that hike, or maybe volunteer some of your new-found time. With thirty extra hours, you might even have time to spare.

Thirty extra hours may seem like a luxurious pipe dream, but it is yours for the taking. You have only to turn off your television for the week. Next week is Turn Off TV Week, a nationwide movement to encourage people to explore the possibility of reclaiming some of that much needed time. By participating in Turn Off TV Week, you can have that extra thirty hours next week.

The average teenager spends an incredible amount of time watching television. According to a study by the Kaiser Family Foundation, the average teenager spends four and a half hours watching television every day. That means that in a week, that teenager watches thirty-one and a half hours of commercial television. In a year, that total reaches a staggering 1642 hours. That is an astonishing sixty-eight days, more than two months, spent watching television in any given year.

Because television has become so endemic in our society, many people do not stop to consider the consequences of spending hours a day staring at the television. However, researchers have conducted countless studies on the effects of television. The results are pretty sobering. People who spend a great deal of time watching television may experience trouble sleeping at night. Perhaps because of this, students who watch a great deal of television tend to have lower grades than students who rarely watch television. Because violence permeates virtually every television show, people often become desensitized to violence. Even more importantly, television has been cited as a contributing factor in the growing epidemic of obesity.

I believe, however, that the most negative impact of television is the time that it steals from us. Time spent watching television is time that is lost forever with nothing in return. It is time not spent nurturing relationships with friends and family. It is time that is not spent pursuing dreams and goals. It is time not spent protecting our health by creating an active lifestyle. Every minute invested in these pursuits pays dividends in the future through stronger relationships, richer lives, and stronger, healthier bodies.

Many people are afraid that they will be bored without television. They ask, "What will I do without my evening shows?" These people often forget that television has only been a source of entertainment for about sixty years. People have been finding ways to entertain themselves for thousands of years without television. They spent their time with friends and family. They read books, played music, and created art. They played games and spent time outdoors. They found enjoyable ways to pass the time, and we have even more options available to us today. True, these tasks require more energy than plopping on the couch and exercising your thumb by flipping channels. However, engaging in an activity that you love will energize you in a way that no reality show can.

By participating in Turn Off TV Week, you can explore the possibility of a life not dominated by commercial programming. Instead of watching that nature show, you can go outside and watch nature live. Dig in the dirt at a community garden, or take a hike through a local nature preserve. Rather than watching the latest dancing or singing contestants, perhaps you can take lessons at the community center or watch a live performance. Turn off that cooking show or do-it-yourself show and create something from your own imagination. Instead of watching the basketball finals, shoot some hoops with some friends or learn a new sport. Rather than watching the latest drama unfold on the newest family reality show, spend some time having real conversations with your own family. Listen to their stories for real drama and comedy. By turning off your television for just seven days, you may find that participating in life is much more interesting than watching a digitized version of it.

55. **Which sentence supports the thesis of the speech?**

   ○ **A** If you had thirty extra hours next week, you could spend more time with your friends and your family.

   ○ **B** Next week is Turn Off TV Week, a nationwide movement to encourage people to explore the possibility of reclaiming some of that much needed time.

   ○ **C** Because television has become so prevalent in our society, many people do not stop to consider the consequences of spending hours a day staring at the television.

   ○ **D** By turning off your television for just seven days, you may find that participating in life is much more interesting than watching a digitized version of it.

56. **What is the main organizational structure in the speech?**

   ○ **A** cause and effect

   ○ **B** problem and solution

   ○ **C** comparison and contrast

   ○ **D** chronology and sequence

Go On ▶

Performance Indicator: 3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

57. **Which rhetorical device does the author use in the speech's final paragraph?**

- **A** hyperbole
- **B** metaphors
- **C** parallelism
- **D** analogies

Reporting Category: Logic

Numbers 58 through 62

Performance Indicator: 3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

58. **Which statement best refutes the author's main argument?**

- **A** Teenagers watch television to reduce tension and anxiety.
- **B** Some television programs are educational and challenging.
- **C** Television impacts some people more than others.
- **D** Some families remove televisions from their homes.

Performance Indicator: 3003.5.7 Differentiate between the implied and stated evidence of a given argument.

59. **Which sentence from the speech provides stated, rather than implied, evidence that watching television has negative effects?**

- **A** People who spend a great deal of time watching television may experience trouble sleeping at night.
- **B** Perhaps because of this, students who watch a great deal of television tend to have lower grades than students who rarely watch television.
- **C** Even more importantly, television has been cited as a contributing factor in the growing epidemic of obesity.
- **D** Time spent watching television is time that is lost forever with nothing in return.

Performance Indicator: 3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.

60. **Based on information from the speech, which conclusion correctly uses deductive reasoning?**

- **A** Since people entertained themselves for thousands of years without television, we can entertain ourselves without television.
- **B** Since most television shows portray violence, watching any television show will desensitize the viewer to violence.
- **C** Since the average teenager watches thirty hours of television per week, every teenager who stops watching television will gain thirty hours of free time.
- **D** Since students who watch too much television do poorly in school, every student who performs poorly in school watches too much television.

Go On ▶

Performance Indicator: 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

61. **The author's argument is based on the premise that**

   ○ **A** people want to have more free time.

   ○ **B** television is a relatively recent invention.

   ○ **C** people are heedless of their viewing habits.

   ○ **D** television affects the more important parts of life.

Performance Indicator: 3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).

62. **Which persuasive device does the author mostly use in the speech?**

   ○ **A** plain folks

   ○ **B** name calling

   ○ **C** card stacking

   ○ **D** misuse of statistics

Go On ▶

Reporting Category: **Language**
Numbers 63 through 64

Performance Indicator: 3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avantgarde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).

63.

Read this paragraph.

Antonia often said things that shocked her friends. They thought they had gotten used to her, but this time she said something when they were in a crowd of people at the art show. Her friends looked at each other in embarrassment. They did not want to be associated with Antonia.

Which phrase best describes Antonia in this paragraph?

○ **A** avant-garde

○ **B** enfant terrible

○ **C** femme fatale

○ **D** haute couture

Performance Indicator: 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

64.

Read this sentence.

Furious beyond words, Jake stood like a statue with rage building inside, before _____ the door and storming over to Eddie's place to confront him.

Which word best fits in the blank?

○ **A** closing

○ **B** locking

○ **C** shutting

○ **D** slamming

Reporting Category: Communication and Media

Numbers 65 through 65

Performance Indicator: 3003.7.1 Draw an inference from a non-print medium.

65.

Look at this image.

Which inference is best supported by the image?

○ A The toy is very popular.

○ B The toy is very expensive.

○ C The boy is shopping for a gift.

○ D The boy is waiting for his friends.

Read the essay and answer questions 66 through 71.

Time for Money

1   Schools in this country are in dire straits. States are cutting funding to balance their budgets at the same time that cities are finding themselves with less money to pay for schools as well. These cuts in funding coincide with increasing expectations for schools. While the federal government demands higher performance, states and cities are cutting funding. Teachers and school districts are expected to achieve more than ever before with less money. The needs of students continue to grow as the budgets shrink, and the components of a perfect storm are brewing.

2   Schools are trying to be proactive, trying to find ways to cut their budgets and raise their revenues. Most, however, have accepted their fate and are resigned to providing a lower quality of education. This community has the opportunity to try something different. Rather than admitting defeat, we can work together to solve this problem. Perhaps we can even improve the traditionally high level of education provided in this district. The solution is elegantly simple. We must require that every family in the district commit to volunteering a mere twenty hours per school year.

3   This may seem drastic on the surface, but it truly is a simple solution. Private schools and even some charter schools across the country have successfully implemented programs like this. Each family would be required to volunteer a mere two hours a month. This volunteer commitment could be fulfilled by parents, students, grandparents, or even family friends. By having volunteers perform the many tasks necessary to keep the school operating efficiently, the school can maintain its focus on teaching. The school can save money by relying on volunteers to do everything from re-shelving books in the library to sweeping the hallways. In fact, if only 100 families in the district fulfilled their volunteer commitment, they would basically donate the amount of hours worked by one full-time employee. Every dollar saved by volunteer efforts will protect the job of a needed classroom teacher. Two hours of time is truly a small price to pay to maintain the high quality of education to which we have become accustomed.

4   Many people might try to claim that they cannot fulfill such a volunteer commitment. Other people might just refuse to participate in any circumstances. However, the program offers enough flexibility that every family can find some way to volunteer. For parents who work jobs with hours that will not allow them to come to the school during school hours, volunteers are needed to maintain the grounds on the weekend. Some projects like assembling packets of photocopies could even be sent home. Families could also fulfill their commitment by volunteering at various fundraising events like selling concessions at sporting events or helping at a car wash. This program will have opportunities for everyone.

5   In addition to saving the school money, this program will have other benefits as well. By allowing families to volunteer in ways that best suit their talents, the school could be the recipiant of incalculable expertise. For example, a parent who works in computer programming could volunteer to maintain and improve the school's Web site. That parent could choose to volunteer to teach students the basics of web design so that the students could maintain the school's site. Not only would the school be getting a free webmaster, but students will learn valuable work and life skills at no cost to the district. A parent who works in the restaurant industry could volunteer time to help maximize the efficiency of the food service programs at the school. That parent might even know ways to improve the quality of the food while lowering the price. Families who work in agriculture could provide their expertise by organizing a school garden that could help cut food costs in the cafeteria and teach students how to raise their own food. Every industry in which a family member works has skills that can be applied to a school setting.

6   More importantly, this program will benefit by getting families involved in the school, this program will help build a true community. Students will feel valued when they see adults giving their time to help preserve their level of education. Any teacher will agree that as families become involved in the school, grades go up, and discipline problems go down. Families become stronger. As students, families, and teachers get to know one another through this program, we will build a community that will support us all in our needs.

7   Experts, administrators, and even parents always claim that education should be this society's primary focus. We hear stories about how important education is to the future of this country while public policy focuses on everything but education. Politicians pay lip service to education in one breath while cutting funding in the next. We may not have the money to fix all the problems with public education, but we do have the chance to put our time where our mouth is and prove that education is indeed the priority in this district.

Reporting Category: Language
Numbers 66 through 67

Performance Indicator: 3003.1.8 Choose correctly or incorrectly spelled words.

66. **Read the sentences from the essay.**

In addition to saving the school money, this program will have other benefits as well. By allowing families to volunteer in ways that best suit their talents, the school could be the <u>recipiant</u> of <u>incalculable</u> <u>expertise</u>. For example, a parent who works in computer <u>programming</u> could volunteer to maintain and improve the school's Web site.

Which underlined word is misspelled?

- A recipiant
- B incalculable
- C expertise
- D programming

Performance Indicator: 3003.1.9 Proofread for errors in capitalization and punctuation.

67. **Which sentence from the essay contains a punctuation error?**

- A Most, however, have accepted their fate and are resigned to providing a lower quality of education.
- B By having volunteers perform the many tasks necessary to keep the school operating efficiently, the school can maintain its focus on teaching.
- C More importantly, this program will benefit by getting families involved in the school, this program will help build a true community.
- D As students, families, and teachers get to know one another through this program, we will build a community that will support us all in our needs.

Go On ▶

Reporting Category: Writing and Research
Numbers 68 through 69

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

68. **Which sentence states the essay's thesis?**

   A   The needs of students continue to grow as the budgets shrink, and the components of a perfect storm are brewing.

   B   Schools are trying to be proactive, trying to find ways to cut their budgets and raise their revenues.

   C   Perhaps we can even improve the traditionally high level of education provided in this district.

   D   By having volunteers perform the many tasks necessary to keep the school operating efficiently, the school can maintain its focus on teaching.

Performance Indicator: 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

69. **Which sentence from Paragraph 4 should be deleted because it is irrelevant?**

   A   Other people might just refuse to participate in any circumstances.

   B   However, the program offers enough flexibility that every family can find some way to volunteer.

   C   Some projects like assembling packets of photocopies could even be sent home.

   D   This program will have opportunities for everyone.

Reporting Category: Logic
Numbers 70 through 71

Performance Indicator: 3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority, post hoc, straw man) within a given argument.

70. **Read this excerpt from the essay.**

   The school can save money by relying on volunteers to do everything from re-shelving books in the library to sweeping the hallways. In fact, if only 100 families in the district fulfilled their volunteer commitment, they would basically donate the amount of hours worked by one full-time employee. Every dollar saved by volunteer efforts will protect the job of a needed classroom teacher.

   Which logical fallacy does the excerpt contain?

   A   straw man

   B   *non sequitur*

   C   *ad hominem*

   D   false authority

Performance Indicator: 3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

71. **What is the author's main claim in the essay?**

   A   Families want to help local schools.

   B   Family volunteers will benefit schools.

   C   Schools offer many volunteer opportunities.

   D   Schools should be exempt from funding cuts.

Go On ▶

Reporting Category: Literature
Numbers 72 through 75

Performance Indicator: 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

72.

Which definition of dramatic irony is correct?

○ **A** The reader knows more about the situation than the characters do.

○ **B** The reader expects that something will happen but the opposite occurs.

○ **C** The reader understands that a character's words and thoughts may be confused and contradictory.

○ **D** The reader understands that a statement may mean something different than the words used to express it.

Performance Indicator: 3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

73.

Which type of poetry typically expresses deep personal feelings?

○ **A** epics

○ **B** ballads

○ **C** lyric poems

○ **D** dramatic poems

Go On ▶

Performance Indicator: 3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

74.

Read these lines from a poem.

In the sunlight, water transforms into liquid silver
Flowing past the grassy banks,
Soft and smooth, soundless over grey rocks.
My afternoon of tranquility.

Which line contains alliteration?

- **A** In the sunlight, water transforms into liquid silver

- **B** Flowing past the grassy banks,

- **C** Soft and smooth, soundless over grey rocks.

- **D** My afternoon of tranquility.

Performance Indicator: 3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

75.

Read these lines from a play.

ALEX: At last! I have created my masterpiece. Three long years I have worked on this novel and finally, today, I wrote the last chapter. I am going to be famous!
TOM (addressing the audience): He'll be famous all right, for writing the worst piece of fiction in the universe!

The lines contain an example of

- **A** aside.

- **B** soliloquy.

- **C** monologue.

- **D** stage directions.

Go On ▶

Reporting Category: Language
Numbers 76 through 76

Performance Indicator: 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

76.

Which option is a complex sentence?

○ **A** The church down the street from our house has beautiful stained glass windows.

○ **B** Joseph and Margarita need to finish their homework, and then they may go to the movies.

○ **C** That beautiful black stallion is a wonderful racehorse, and it will race at the track this weekend.

○ **D** We will give our neighbors a key to our house before we leave for our vacation, so they can water our plants.

Reporting Category: Communication and Media
Numbers 77 through 77

Performance Indicator: 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

77.

Look at this editorial cartoon from a small-town newspaper.

Which element best conveys the cartoonist's message?

○ **A** vibrancy of colors

○ **B** inclusion of details

○ **C** angle of observation

○ **D** manipulation of scale

Form 2: English III

Item Number	Correct Answer	Performance Indicator
1	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
2	C	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
3	D	3003.3.14 Select the proper format to convey a set of work-related information.
4	A	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
5	C	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
6	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
7	A	3003.3.6 Revise to correct a nonparallel construction.
8	B	3003.3.11 Determine the writer's purpose in a writing sample.
9	C	3003.4.1 Select the research topic with the highest degree of focus.
10	D	3003.4.3 Evaluate the reliability and credibility of sources for use in research.
11	C	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
12	B	3003.3.12 Identify a statement that reveals the writer's attitude.
13	D	3003.5.3 Evaluate text for fact and opinion.
14	A	3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority, post hoc, straw man) within a given argument.

15	C	3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.
16	D	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
17	D	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).
18	B	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.
19	C	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
20	C	3003.1.8 Choose correctly or incorrectly spelled words.
21	D	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
22	D	3003.8.14 Identify classical, historical, and literary allusions in context.
23	D	3003.2.3 Distinguish between a critique and a summary.
24	C	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
25	D	3003.3.11 Determine the writer's purpose in a writing sample.
26	C	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.

27	A	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
28	B	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
29	A	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
30	D	3003.3.2 Choose the most effective order of sentences in a paragraph.
31	C	3003.3.7 Select the thesis statement in a writing sample or passage.
32	B	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
33	A	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
34	B	3003.7.4 Infer the mood represented in a non-print medium.
35	D	3003.3.2 Choose the most effective order of sentences in a paragraph.
36	B	3003.3.4 Select the most precise word from a given list of synonyms.
37	A	3003.3.11 Determine the writer's purpose in a writing sample.
38	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
39	D	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
40	C	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
41	D	3003.1.12 Identify the language of origin from which a set of words is borrowed.

42	C	3003.3.14 Select the proper format to convey a set of work-related information.
43	C	3003.3.12 Identify a statement that reveals the writer's attitude.
44	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
45	D	3003.3.11 Determine the writer's purpose in a writing sample.
46	B	3003.3.14 Select the proper format to convey a set of work-related information.
47	B	3003.5.4 Analyze cause-effect relationships in text.
48	A	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
49	C	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
50	D	3003.5.1 Make inferences and draw conclusions based on evidence in text.
51	B	3003.8.14 Identify classical, historical, and literary allusions in context.
52	C	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
53	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
54	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
55	D	3003.2.1 Identify the thesis and main points of a complex speech.

56	B	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
57	C	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
58	B	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
59	C	3003.5.7 Differentiate between the implied and stated evidence of a given argument.
60	A	3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.
61	A	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
62	C	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
63	B	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).
64	D	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
65	A	3003.7.1 Draw an inference from a non-print medium.
66	A	3003.1.8 Choose correctly or incorrectly spelled words.
67	C	3003.1.9 Proofread for errors in capitalization and punctuation.
68	D	3003.3.7 Select the thesis statement in a writing sample or passage.

69	A	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
70	B	3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority, post hoc, straw man) within a given argument.
71	B	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
72	A	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
73	C	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
74	C	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
75	A	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
76	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
77	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
17	D	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).
18	B	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.
19	C	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
20	C	3003.1.8 Choose correctly or incorrectly spelled words.
21	D	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
41	D	3003.1.12 Identify the language of origin from which a set of words is borrowed.
44	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

63	B	3003.1.13 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa).
64	D	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
66	A	3003.1.8 Choose correctly or incorrectly spelled words.
67	C	3003.1.9 Proofread for errors in capitalization and punctuation.
76	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

Reporting Category 2: Writing and Research		
Item Number	**Correct Answer**	**Performance Indicator**
2	C	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
3	D	3003.3.14 Select the proper format to convey a set of work-related information.
6	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
7	A	3003.3.6 Revise to correct a nonparallel construction.
8	B	3003.3.11 Determine the writer's purpose in a writing sample.
9	C	3003.4.1 Select the research topic with the highest degree of focus.
10	D	3003.4.3 Evaluate the reliability and credibility of sources for use in research.
11	C	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
12	B	3003.3.12 Identify a statement that reveals the writer's attitude.
24	C	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
25	D	3003.3.11 Determine the writer's purpose in a writing sample.
30	D	3003.3.2 Choose the most effective order of sentences in a paragraph.
31	C	3003.3.7 Select the thesis statement in a writing sample or passage.

33	A	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
35	D	3003.3.2 Choose the most effective order of sentences in a paragraph.
36	B	3003.3.4 Select the most precise word from a given list of synonyms.
37	A	3003.3.11 Determine the writer's purpose in a writing sample.
42	C	3003.3.14 Select the proper format to convey a set of work-related information.
43	C	3003.3.12 Identify a statement that reveals the writer's attitude.
45	D	3003.3.11 Determine the writer's purpose in a writing sample.
46	B	3003.3.14 Select the proper format to convey a set of work-related information.
68	D	3003.3.7 Select the thesis statement in a writing sample or passage.
69	A	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
23	D	3003.2.3 Distinguish between a critique and a summary.
32	B	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
34	B	3003.7.4 Infer the mood represented in a non-print medium.
53	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
54	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
55	D	3003.2.1 Identify the thesis and main points of a complex speech.
56	B	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
57	C	3003.2.5 Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).
65	A	3003.7.1 Draw an inference from a non-print medium.
77	D	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

Reporting Category 4: Logic		
Item Number	**Correct Answer**	**Performance Indicator**
13	D	3003.5.3 Evaluate text for fact and opinion.
14	A	3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority, post hoc, straw man) within a given argument.
15	C	3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.
16	D	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
47	B	3003.5.4 Analyze cause-effect relationships in text.
50	D	3003.5.1 Make inferences and draw conclusions based on evidence in text.
58	B	3003.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
59	C	3003.5.7 Differentiate between the implied and stated evidence of a given argument.
60	A	3003.5.8 Determine whether a given argument employs deductive or inductive reasoning.
61	A	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
62	C	3003.5.5 Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).

70	B	3003.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority, post hoc, straw man) within a given argument.
71	B	3003.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

Reporting Category 5: Informational Text		
Item Number	**Correct Answer**	**Performance Indicator**
4	A	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
5	C	3003.6.2 Analyze information presented graphically in a complex informational or technical passage.
48	A	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
49	C	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
22	D	3003.8.14 Identify classical, historical, and literary allusions in context.
26	C	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
27	A	3003.8.6 Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
28	B	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
29	A	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
38	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
39	D	3003.8.3 Analyze the effect of literary point of view (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
40	C	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
51	B	3003.8.14 Identify classical, historical, and literary allusions in context.
52	C	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

72	A	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
73	C	3003.8.9 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
74	C	3003.8.8 Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
75	A	3003.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).